R E P O R T R E S U M E S

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PILOT VOCATIONAL TEACHER TRAINING INSTITUTE IN DENTAL ASSISTING, AUGUST 1966.

BY- CAVANAUGH, P.L. AND OTHERS
DETROIT UNIV., MICH., SCH. OF DENTISTRY

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A 4-WEEK SUMMER PROGRAM OF TEACHER TRAINING FOR DENTAL ASSISTANTS WAS HELD FOR 20 PARTICIPANTS WHO PLANNED TO TEACH IN NEW DENTAL ASSISTING PROGRAMS. THE PROGRAM WAS PLANNED TO DEVOTE HALF THE SUBJECT AREA TO AN ORIENTATION AND A PREPARATION IN SELECTED AREAS OF PROFESSIONAL EDUCATION DEEMED ESSENTIAL TO SUCCESSFUL TEACHING. THE REMAINING SUBJECT AREA RELATED TO THE ROLE OF THE DENTAL ASSISTANT TEACHER IN DIRECTING A SCHOOL OF DENTAL ASSISTANTS, DEVELOPING ITS CURRICULUM, AND COORDINATING THE TOTAL PROGRAM. EVALUATION MEASURES WERE USED AT THE BEGINNING AND END OF THE TRAINING PROGRAM. (GD)

Report

Pilot Vocational Teacher Training Institute in Dental Assisting

August, 1966

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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INTRODUCTION

UNIVERSITY OF DETROIT

TEACHER TRAINING INSTITUTE FOR DENTAL ASSISTANTS

Introduction: Recent American Dental Association surveys reveal that today's practicing dentists are using the services of auxiliary dental personnel more widely than at any previous time. Between 1958 and 1962, the number of full-time auxiliary positions increased from 77,500 to 87,000. In this same period, the number of self-employed dentists rose from 81,400 to 84,500. Thus the increase in the number of auxiliary positions in the four-year period was 12.3 per cent, compared with an increase of only 4.3 per cent of self-employed dentists. Further, in 1962 more than 82 percent of the dentists employed one or several auxiliaries; in 1964, this percentage increased to 90.5 -- an 8 per cent increase in utilization of the services of auxiliary personnel.

Although most dentists now employ auxiliaries in some capacity, and in a variety of patterns, recent studies show that dental assisting ranks first as the auxiliary service most frequently used by dentists. More than three-fourths of the dentists practicing in 1961 employed a dental assistant. Twenty per cent of the dentists also employed a secretary-receptionist (an alternate title applied to dental assistants). The surveys also indicate that when both chairside assistant and office secretary are employed in a single practice, dentists view each member of the office staff as specialized to either of these two functions. If only one assistant is employed, she is more likely to be used at chairside than as an office secretary. Even so, when only a single person is employed, the dentist also expects the assistant to be versatile and flexible. He will expect assistance in the operatory and at chairside; He will request that minor dental laboratory work be performed; and, he will also require that office record keeping, patient record keeping and various reception duties be fulfilled.

Statement, in part, prepared for the United States Commissioner of Education by Dr. Kenneth E. Wessels, Secretary, Council on Dental Education, American Dental Association, Chicago, Illinois

The 1962 Survey of Dental Practice indicates that 76.7 per cent of the dentists employ chairside assistants and in addition, 19.3 per cent employ secretary-receptionists. The majority of dentists under 30 generally employ part-time assistants, working either at chairside or as secretaries and receptionists, or in both of these capacities. On the other hand, dentists between the ages of 40 and 49 with more established practices, employ full-time auxiliary personnel, often including dental hygienists and laboratory technicians, as well as assistants.

Significantly and within the last two years, however, there has been a noticeable trend among younger dentists to employ one or more full-time assistants. Within a period of five years after graduation, 56.5 per cent of the dentists employ a full time assistant. An additional 5.3 per cent of this age group employed two full-time assistants. In addition, 15.5 per cent of this group employed one secretary-receptionist full-time, and 11.9 per cent employed one or more chairside assistants full-time, plus an additional assistant on a part-time basis.

The foregoing statistical data emphasize the increasing trend among practicing dentists to delegate services of a non-professional nature to auxiliary personnel and in particular, to dental assistants. The Division of Dental Health of the United States Public Health Service has recently projected a need for a total of 220,000 dental assistants by 1980. To achieve this objective an increase of 130,000 in the dental assistant workforce is now envisioned. The Division's projection also estimated that about 30,000 trained dental assistant replacements would be required each year to offset normal attritional losses which occur in this occupation. Based on current attrition estimates, an additional supply of about 165,000 trained assistants must therefore be provided over the next 15 years.

Present enrollment in 74 one and two-year accredited dental assisting programs in the 1964-65 academic year is 2,624. An additional 450 students are enrolled in 18 accreditation eligible programs, producing a total enrollment in 92 programs of 3,074. To provide the supply of formally trained assistants needed in 1980, it appears that about 16,000 new training places should be developed. Assuming the accuracy of the Division projection, a total of 400 dental assisting programs will be needed as compared with the 92 programs now established or in the late planning state.

The Inter-agency Committee has studied these data and given careful consideration to the urgent need to expand dental assistant formal training within the immediate and foreseeable future. Accordingly, the additional challenge of developing qualified teachers to support expansion has been identified as one of the major problems facing the profession. The Committee is agreed that its long-range teacher training objective is development of fully-structured formal teacher education programs, predicated on associate degree graduates of accredited dental assisting programs now offered by many junior and community colleges. As a short-range and intermediate objective, however, the Committee wishes to concentrate its present efforts on the development of summer teacher training institutes which can be attended by in-service teachers and by graduates of associate degree programs who plan to teach in new dental assisting programs rapidly being initiated across the nation.

FACULTY AND GUESTS

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FACULTY
UNIVERSITY OF DETROIT
SCHOOL OF DENTISTRY

A. R. Baralt, Jr., D.D.S., F.A.C.D., F.I.C.D., Academic Vice President, Dean School of Dentistry

P. L. Cavanaugh, M.S., Director Division of Teacher Education, Co-Director of Institute

A. S. Manning, R.D.H., C.D.A., Director Auxiliary Programs, Co-Director of Institute

E. V. Anderson, M. A., Division of Teacher Education

D. J. Bedore, R.D.H., Ph.B., M.A., Assistant Director Dental Hygiene Program

J. A. DiBiaggio, A.B., D.D.S., Chairman Social Dentistry Department

T. A. Emmet, Ed.S., Dean, Evening Division

K. M. Green, R.D.H., Instructor Dental Hygiene and Dental Assisting

B. J. Kremer, Ed.D., Division of Teacher Education

R. Perry, A.B., M.B.A., M.A., Evening Division

M. E. Revzin, B.A., M.A., D.D.S., M.S., F.A.C.D., Associate Dean

D. A. Rumon, D.D.S., Chairman Operative Department, Clinical Director

P. Schmidt, R.D.H., A.B., Clinical Director Dental Hygiene

A. E. Seyler, B.S., D.D.S., F.A.C.D., Chairman Pedodontics Section

F. W. Shadrick, M.A., Dean of Admissions

A. Snella, C.D.A., Associate in Dental Assisting

G. Taffe, M.S., Psychological Services Center

D. A. Taddonia, M.Ed., Chairman, Department of Health and Physical Education

N. Thorden, Ph.D., Division of Teacher Education

M. C. Ward, B.S., M.A., Assistant Dean of Women

GUEST PARTICIPANTS

Dr. O. A. Bolt, Chairman of Dental Education Committee, Michigan State Dental Association, Grand Rapids, Michigan

Dr. W. Boozer, Director of Auxiliary Programs, Ferris State College, Big Rapids, Michigan

Mrs. I. Camis, President of Michigan Dental Assistants' Association, Detroit, Michigan

Mr. J. Cosentino, Michigan Employment Security Commission, Detroit, Michigan

Mrs. L. Hoffman, Member Board of Directors, Certifying Board of the American Dental Assistants' Association, Akron, Ohio

Miss M. F. Manyak, Second Vice President, American Dental Assistants' Association, Worcester, Massachusetts

Mr. Ben F. Miller III, Assistant Secretary, Council on Dental Education, American Dental Association, Chicago, Illinois

Dr. R. Montgomery, Director of Dental Assistants' Program, Oakland Community College, Union Lake, Michigan

Miss M. Munger, Director Dental Assistants' Program, Grand Rapids Junior College, Grand Rapids, Michigan

Mrs. P. Reed, Past President Eastern Dental Assistants' Society, Detroit, Michigan

Dr. D. F. Whiteside, Chief, Auxiliary Utilization and Development Section, Education and Facilities Branch, Division of Dental Health, Department of Health, Education and Welfare, Washington, D. C.

TEACHER TRAINEES

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TEACHER TRAINEES

FOR

TEACHER TRAINING INSTITUTE

NAME	RESIDENCE	SCHOOL AFFILIATION
Kay R. Bollia	Toledo, Ohio	Penta-County Vocational School
Barbara Boyer	Oaklawn, Illinois	
Frances B. Brock	Yelm, Washington	Olympia Vocational Technical Institute
Frederica N. Casillas	Corpus Christi, Texas	
Nancy Crabtree	Emporia, Kansas	Flint Hills Area Vocational Technical School
Dorothy C. Dickens	Silver Springs, Maryland	Montgomery Junior College
Doris M. Evans	Ann Arbor, Michigan	
Camille Frelich	Warren, Michigan	
Gloria Mainero	Birmingham, Michigan	Oakland Community College
Phyllis Koenig	Des Plaines, Illinois	Maine Township Adult Education Division
Margaret McCormick	Pittsburgh, Pennsylvania	University of Pittsburgh, School of Dentistry
Roscilla Moscovitch	Montebello, California	
Shirley R. Ornelas	Lawrence, Kansas	U.S. Public Health Service

Marlene J. Rattray	Mt. Clemens, Michigan	Lakeview School System
Bernice Rummel	Fort Wayne, Indiana	Indiana University Fort Wayne Regional Campus
Patricia J. Toberen	Columbus, Ohio	
Margrit Wagner	Chicago, Illinois	Loyola University, School of Dentistry
Mary B. Wiedrich	Evanston, Illinois	
Nancy Williams	Toledo, Ohio	Penta-County Vocational School
Isabel R. Wing	Florissant, Missouri	Merramec Community College

INITIAL PLANNING

FOR

TEACHER TRAINING INSTITUTE

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INITIAL PLANNING

The University of Detroit, School of Dentistry submitted a grant request for the Teacher Training Institute on January 20, 1966. The Grant Request was approved for the period May 1, 1966 and ending October 31, 1966. The amount granted was $23,265.

Objective

The objective of the Institute was to present an intensive, specialized course to prepare dental assistants for teaching positions in dental assistant schools. This program had as a major purpose the attracting and identifying of potential dental assistant teachers. The course at the University of Detroit was developed to encompass those dental assistants who had very limited or no teaching and administrative experiences. The program evolved around giving to these dental assistants teachers, educational experiences in basic teaching principles as well as guidance and background information necessary to develop an accredited dental assistants training program.

Specific Objectives

The specific objectives below were considered integral to the attainment of teacher competencies related to the instruction of students in Dental Assisting Programs in Community and Junior Colleges.

1. Develop a familiarity with the organization and administration of education programs in the schools.

2. Define and interpret principles, objectives, and theories underlying education programs in the schools.

3. Define and interpret the sociological and psychological factors in the teaching-learning situation.

4. Develop individual competencies in the selection, in organization, and in presentation of subject matter content.

5. Develop knowledges and abilities for evaluating and measuring student achievement.

6. Develop an understanding of the organization and administration of a Dental Assistants program.

7. Study and interpret the requirements for approval of educational programs for Dental Assisting as defined by the Council on Dental Education.

8. Review and develop curriculum requirements necessary to the technical training of a Dental Assistant.

9. Develop an understanding of the proper use of audio-visual teaching aids.

10. Develop an understanding of the role of an assistant within the profession of Dentistry.

Procedure

The program was planned to devote approximately half of the subject area to an intensive orientation and preparation in selected areas of professional education deemed essential to successful teaching in Community and Junior College programs in Dental Assisting. The remaining subject area would relate to the role of the dental assistant teacher in directing a school of dental assistants, developing its specialized curriculum, and coordinating the total program.

These subject areas were taught by the faculties of the School of Dentistry and the Department of Education of the Liberal Arts College of the University of Detroit.

The facilities in the School of Dentistry at the University of Detroit were made available for this program and included air conditioned class room, dental technic laboratories adequately equipped with specialized dental equipment, materials and supplies, and specialized dental clinical facilities that are uniquely arranged for training auxiliary personnel.

Administration

The proposed four week program of teacher's training for dental assistants was conducted by the University of Detroit, School of Dentistry, in conjunction with the University's Department of Education. Annamae S. Manning, Director of Auxiliary Programs at the Dental School, and Patric Cavanaugh, representing the Division of Teacher Education of the Liberal Arts College, were appointed as co-directors.

Organization

The course was planned on the basis of one-hundred twenty hours of instruction to be spread over a period of four weeks, five days each week, and six hours each day. Supplementing the faculty of the University of Detroit, was lecturers,

advisors, and resource consultants. Because of the subject matter, the size of the student body, and the caliber of the faculty, many of the course objectives were taught through seminars. This method provided for the most efficient use of talents of the faculty, integration of the subject matter, and allowed for participation of the trainees.

Evaluation

Evaluation measures were utilized at the beginning and end of the training program. (See Appendix A for evaluation results and Appendix B for sample test.) The section on profession education of the National Teachers Examination were used as a pre- and post-evaluation procedure. This section covered psychological and societal foundations of education and teaching principles and practices. Trainee opinion evaluations were administered at the end of the training period. Available services were also employed from the Michigan Employment Security Commission.

Participants

Participants were limited to graduates of accredited dental assisting schools approved by the Council on Dental Education having less than two years of teaching experience and to recent graduates with little or no teaching experience who plan to teach. Preference was given to applicants who had successfully obtained Certification from the Certifying Board of the American Dental Assistants' Association.

Brochure and Application

The success of the brochure was obvious from the 93 inquiries received from the initial mailing. Additional phone calls and letters were received and a total of 110 responses were received.

As the response by persons with the necessary qualifications for the Institute at the University of North Carolina was too small to fill a class, it was decided to change the original policy and restrict the qualifications for the University of Detroit to applicants with less than two years of teaching experience. The remaining qualified applications were sent to the University of North Carolina for consideration.

Background of Teacher Trainees

All trainees were female and ranged in age from 20 to 54. The 20 trainees represented the following 11 states: California, Illinois, Indiana, Kansas, Maryland, Michigan, Missouri, Ohio, Pennsylvania, Texas and Washington.

The educational background of the trainees ranged from a recent graduate of a dental assistants program to a trainee with a dental degree. In addition to the dental degree, four other trainees had received baccalaureate degrees. Two of the trainees were registered nurses and one was a licensed hygienist. Eight of the trainees had pursued some courses in education. Eighteen of the participants were Certified Dental Assistants.

Twelve of the participants had one year of teaching experience with the following types of institutions: two with high schools; four with vocational-technical institutions; three with junior or community colleges; one with a school of dentistry; one with a university; and one in an institute of the U.S. Public Health Service.

PROGRAM PRESENTATION

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Program Presentation

The overall planning for the Institute employed the principle of integrated instruction and organization. Although sessions were necessarily structured into two half day sessions, a morning session and an afternoon session, the substantive materials for each was selected and presented as an integrated whole. Speakers were oriented as to the content of preceding and following sessions, and utilized this information in the context of their specific materials. For example, the instruction concerning the general methodology for teaching was, for the most part, coincidental to the exposure to current materials available for instruction in a program of dental assisting. Also, the presentation of materials for the preparation of course outlines, syllabi and units of instruction were coordinated with the presentation of the role of audio-visual teaching aids. It is believed that the success of the institute was, in part, the recognition of this integrated approach.

SCHEDULE

FIRST WEEK

August 1	Morning	Registration Orientation and Objectives of Program	Manning Baralt
	Afternoon	Pre-Test on Teacher Education	Cavanaugh
August 2	Morning	Principles and Sociology of Education	Anderson
	Afternoon	Organization and Administration of Dental Assisting Schools within Junior Colleges and Universities	Boozer Manning
August 3	Morning	Principles and Sociology of Education	Anderson
	Afternoon	Determining Need for Training Program - Establishing an Advisory Committee Educational Standards	DiBiaggio Baralt
August 4	Morning	Philosophy and the Philosophy of Education	Cavanaugh
	Afternoon	Training Facilities	Rumon
August 5	Morning	The Professional Preparation of Teachers	Cavanaugh
	Afternoon	Training Facilities	Rumon

SECOND WEEK

August 8	Morning	The Psychology of Education	Kremer
	Afternoon	Curriculum Development	Bedore
August 9	Morning	The Psychology of Education	Kremer
	Afternoon	Curriculum Development Teaching Radiology	Bedore Schmidt
August 10	Morning	The Psychology of Education	Kremer
	Afternoon	Developing a Recruitment Program Public Relations	Shadrick Green Snella
August 11	Morning	Measurement and Evaluation in Education	Taafe
	Afternoon	General Aptitude Test Battery Examination	Cosentino
August 12	Morning	Current Issues in Higher Education	Emmet
	Afternoon	Selection of Students - Requirements for Admission Library Facilities	Manning Snella

THIRD WEEK

August 15	Morning	Field Trip - Henry Ford Community College Dearborn, Michigan	Cavanaugh
	Afternoon	Clinical Practice Program	Munger
		Social and Professional Activities for Students	Manning Snella
August 16	Morning	The Community-Junior College	Perry
	Afternoon	Counseling Service	Ward
		Audio-tutorial Teaching Program	Montgomery
August 17	Morning	The Community-Junior College	Perry
	Afternoon	Teaching Dental Health Education Audio-visual aids	Bedore
August 18	Morning	The Community-Junior College	Perry
	Afternoon	Audio-visual preparation	Bedore
August 19	Morning	Curriculum Planning	Cavanaugh
	Afternoon	Role of Professional Organizations in Dentistry Certification	Baralt Hoffman

FOURTH WEEK

August 22	Morning	Methods and Planning for Teaching	Thorden
	Afternoon	Role of Public Health Service in Education and Training of Auxiliary Personnel	Whiteside
		Future Educational Changes	Manning
		Function and Responsibilities of Constituents Committee on Dental Education	Bolt
August 23	Morning	Methods and Planning for Teaching	Thorden
	Afternoon	ADAA Philosophy towards Dental Assistant Education	Manyak
		Relationship of Constituent Associations	Camis
		Relationship of Component Societies	Reed
August 24	Morning	The Role of the Board of Education	Taddonio
	Afternoon	DAU Program	Seyler
		Observation of DAU program	Snella
		Intra-school Communications	Revzin
August 25	Morning	Reports of the Trainees	Cavanaugh
	Afternoon	Development and Accreditation of Auxiliary Programs	Miller
		Summary Observations and Comments	Barelt
August 26	Morning	Reports of the Trainees and Post-Test	Cavanaugh
	Afternoon	Written and Oral Critiques by Participants	Cavanaugh Manning

SUMMARY AND RECOMMENDATIONS

FOR

FUTURE TEACHER TRAINING INSTITUTES

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SUMMARY AND RECOMMENDATIONS

The following summary and recommendations are based upon the results obtained from the Teacher Training Institute conducted at the University of Detroit, School of Dentistry. They are a consensus of the reactions of the several groups concerned with the Institute: the faculty, consultants, guests and participants.

I. Need for a Survey
It is recommended that information be collected through the survey technique that would allow judgements in the following areas:

A. How many teachers, presently engaged in instructional programs in Universities, Colleges, Junior Colleges, or Community Colleges, are in a position to take advantage of future programs?

B. How many certified dental assistants (not engaged in teaching programs as in A above) and graduating dental assisting students could take advantage of future programs?

II. Concerning Future Institutes

A. Length of Program Concentrated programs, such as that conducted at the University of Detroit, should be restricted to a four week period. Consideration should be given to daily programs that have variation, e.g. the rotation of the areas of concentrated subject matter, as opposed to utilizing morning or afternoon sessions for a single area throughout the entire program.

B. Location of Program It is strongly recommended that future programs be conducted in conjunction with a dental school that has an accredited dental assistants educational program.

C. Number of Trainees Although twenty participants are a very workable number, consideration should be given to doubling this number, to allow two programs to be on-going at the same time. For example, at the University of Detroit there were 20 participants, therefore, forty students could have been divided into two groups and a total program provided for each by rotating the morning and afternoon schedules used.

D. Selection of Dates Consideration should be given to conducting these institutes during the early months of the summer. Sufficient time, after the date of termination, should be allowed to the participants to prepare for their professional responsibilities. This same comment applies for the instructional faculty of the institution involved.

E. Pre-Institute Planning It is believed that this phase can be more effective and efficient. It is recommended that consultant services be made available to institutions upon receiving approval to conduct a program. These services could be best provided by persons who have previously conducted similar programs. Such a device would permit the stock-piling of information that would become progressively invaluable as these programs are continued.

F. Curriculum Selection Selection of curriculum content is related to I, A and B. Participants at the University of Detroit suggested emphases in curriculum consistent with their own particular needs. Those already teaching in dental assisting programs suggested more content in the area of "how to teach." Those who did not have previous teaching experience reflected a desire for more information regarding procedures for developing and organizing new dental assisting educational programs.

APPENDIX A

UNIVERSITY OF DETROIT

Teacher Training Institute for Dental Assistants

Teacher Education Test

Name: _____

Instructions: Read each question carefully before you indicate your answer. If you do not immediately know the correct answer to a question go to the next one. After you have answered all the questions you know immediately, go back to the first question left unanswered and begin again.

Part I. True and False. If the statement is completely true indicate your answer with a T. If the statement is not completely true indicate your answer with an F.

_____ 1. The community-Junior College is an institution of higher learning which offers post high school programs up to two years duration.

_____ 2. Members of local boards of education are municipal officials as opposed to state officials.

_____ 3. It is the responsibility of the teacher to plan for the proper sequence of materials and experiences from one course to the next, as well as within each individual course.

_____ 4. The American Junior College is that segment of the American educational system which currently is experiencing the most rapid growth.

_____ 5. In Michigan, local boards of education are responsible to the chief municipal official, i.e., mayor, city manager, etc.

_____ 6. In Michigan, in the majority of cases, local political boundaries (city, township, village, etc.) are contiguous - the same as - with public school district boundaries.

_____ 7. Currently, a high percentage of Freshmen entering the Junior Colleges enroll in technical programs.

_____ 8. The Tenth Amendment to the Constitution of the United States gives control of education to the various states.

_____ 9. Effective recitation can be kept going most satisfactorily in groups having common experiences.

_____ 10. Philosophy, in the hands of the philosopher is a science; in the hands of the average person, it is a way of life.

_____ 11. Credit for the students work in most technical programs in Junior Colleges can be transferred to four year colleges and university programs and applied toward a degree.

_____ 12. All business which a board of education is authorized to perform must be done at a public meeting.

_____ 13. Junior Colleges were, from the outset of their development, intended to include both transfer and technical programs.

_____ 14. There are both private and public Junior Colleges in the United States.

_____ 15. Pragmatism, as a philosophy of education, implies that learning takes place only by involvement or doing.

_____ 16. An effective review exactly duplicates previous work.

_____ 17. Most Junior Colleges are an extension of the K thru 12 school system.

_____ 18. In Michigan, for an act of a board of education to be valid requires a majority vote of the members elect of the board.

_____ 19. In (18) above, if five members of a seven-member board of education were present, three votes would be sufficient to make the act valid.

_____ 20. All Junior Colleges are eligible to receive federal financial aid in one form or another.

_____ 21. Transfer programs in the Junior Colleges are designed for the student to complete the first two years leading to a degree.

_____ 22. We can expect technical programs in Junior Colleges to be alike from one school to the next.

_____ 23. Action taken by a school board member acting separately is not the action of the board and therefore without force.

_____ 24. The experimental method is not adaptable to problems and projects.

_____ 25. In Michigan, members of boards of education are elected by the qualified voters of the school district.

_____ 26. The superintendent of schools is the presiding officer at meetings of the boards of education.

Part II. Multiple Choice. In the questions below, MARK ONLY ONE CHOICE.

1. Recent advances in the science of psychology indicate that:
   _____ it is possible to predict human behavior
   _____ it is possible to control human behavior
   _____ it is possible to either predict or control human behavior
   _____ both a and b are correct
   _____ none of these

2. Which level of government, under the Constitution of the United States, has legal authority and responsibility for education?
   _____ Federal
   _____ State
   _____ Local

3. Unit Plans are most helpful to the beginning teacher when they are:
   _____ written in detail
   _____ briefly sketched
   _____ logically organized

4. The chief advantage of unit planning is:
   _____ instruction can be organized around some theme or problem
   _____ daily planning may be avoided
   _____ assignments are easier to make

5. Ivan Pavlov, the famed Russian psychologist, is credited with discovering:
   _____ Reinforcement Theory
   _____ Cue psychology
   _____ Conditioned responses
   _____ all of the above
   _____ none of the above

6. A "drive" in behaviorist terminology is:
   _____ a cue
   _____ a reinforcement
   _____ a stong stimulus
   _____ a reward
   _____ none of these

7. The superintendent of schools is considered as the:
   _____ chairman of the school board of education
   _____ non-professional administrator of the school system
   _____ chief executive officer of the school system

8. The percentage of the total population of the United States who are in school or college is closest to:

_____ 1/2%
_____ 1/4%
_____ 2/3%
_____ 1/3%

9. Of the total Gross National Product of $700 billion dollars, we spend what percentage on education, including public and private schools and colleges?

_____ 20%
_____ 10%
_____ 17%
_____ 6%

10. A fundamental basis for testing is:

_____ individual differences
_____ better students will make better grades
_____ grades will be assigned fairly
_____ it is the only way to make students study

11. When evaluating a test, which factor is more important?

_____ does the test show high scores for students known to be good students
_____ does the test yield consistent results
_____ is the test the proper level of difficulty
_____ do all the items of the test discriminate

12. Teachers frequently feel that testing calls for an interruption of their class schedule and thereby detracts rather than adds to their program. Research evidence indicates that superior academic achievement is most likely to occur when:

_____ the teacher relies on his observation and does not give tests or quizzes
_____ testing is kept down to two or three rather long formal tests per semester
_____ frequent tests and quizzes are given
_____ a single, final examination is all that is given

13. Other things being equal, which type of test tends to have the lowest reliability?

_____ completion
_____ essay
_____ matching
_____ true-false

14. On the first day of a new semester, it is most desirable for the beginning teacher to:

_____ show that he is the boss
_____ be very easy with the students, assuming more rigid standards will be used later
_____ set the tempo by being firm and business like, but friendly

15. The Board of Education in a public school district is legally

_____ an extension of the federal government at the local level
_____ an agency of the state government
_____ responsible solely to the local community

16. The states that have the lowest dollar amount per child spent on education annually are found in

_____ the South
_____ the Northeast
_____ the East
_____ the far West

17. According to behaviorists, maladaptive behavior is caused by:

_____ failure to learn even though opportunities to do so were present
_____ failure to learn because no opportunities were present
_____ failure to learn because one has insufficient ability
_____ both a and b are correct
_____ all of the above (a, b, and c) are correct

18. Behavior theories have been attacked by other theorists because they believe them to be too:

_____ humanistic
_____ mechanistic
_____ realistic
_____ communistic
_____ none of these

19. The chief argument for separating the subject matter content from the method of procedure in planning a unit is:

_____ it tends to isolate subject matter from the method of teaching
_____ it takes too much time and effort
_____ it confuses the beginning teacher

20. States which support education the least are those with:

_____ the most industry and wealth
_____ the least willingness to provide for education
_____ the least industry and wealth

21. The compensation received annually by members of boards of education averages approximately:
_____ $0
_____ $1,000
_____ $1,500
_____ $2,000

22. Following World War I, Freud's theories had a great impact on American psychology. His approach differed from the earlier behaviorist approach in that he advocated:
_____ examining human behavior in the laboratory
_____ examining human behavior in the field
_____ examining human behavior in terms of one's life history
_____ examining human behavior in terms of one's self-structure
_____ examining human behavior in terms of one's perceptual field

23. According to the current existential psychologists, the immediate causes of human behavior are found in:
_____ the past life of the person
_____ the perceptions of the behavior
_____ the learned habit patterns
_____ the social environment
_____ none of these

24. According to the existentialists, to change a person's behavior, it is necessary to:
_____ modify his environment
_____ modify his response patterns
_____ modify his fund of cognitive knowledge
_____ modify his beliefs
_____ all of the above

25. The best indication that the teacher's questions are getting results is:
_____ the students are attentive
_____ the students are interested in asking questions
_____ the students wave their hands freely

Part III. True and False. (See Instructions for Part I)

_____ 1. The major function of a local Board of Education is to formulate the policies under which the public schools within the district are organized and administered.

_____ 2. The total number of jobs in the American economy is rapidly increasing, and with it the total number of unskilled jobs continues to increase.

_____ 3. The Superintendent of Schools is the final authority in the hiring and firing of teachers in a public school district.

_____ 4. The rapid increase in the number of Community Junior Colleges shows a democratizing effect on American higher education.

_____ 5. Funds for operation of public schools in Michigan are derived primarily from the State Sales Tax.

_____ 6. As yet, the adult education function of the community colleges has not become important.

_____ 7. In Michigan, classification of a public school district as First, Second, Third, Fourth-Class districts are based on population of school aged children in the district.

_____ 8. Compared to universities, the role of the teacher in the community junior college is less important.

_____ 9. Salaries of members of boards of education vary from $5000 to $12,000 per year depending on the size of the district.

_____ 10. There is a difference in the teaching load between most community junior colleges and most high schools.

_____ 11. Members of a public school Board of Education need not reside in the district as long as they pay taxes to the district.

_____ 12. Transfer programs in the community junior colleges consist simply of courses which duplicate and are taught in exactly the same manner as courses taught in the nearest state university.

_____ 13. One measure of the "wealth" of a school district is the amount of taxable property per school child.

_____ 14. Community junior college technical programs can be planned effectively without regard to the needs of local employers.

_____ 15. Selection of textbooks for a public school district is an "academic freedom" reserved for professional educators in the district and need not receive approval of a board of education.

_____ 16. A community junior college technical program need not necessarily be of two years' duration.

_____ 17. A tax levy on property of one mill school purposes, means one dollar of tax for each 1000 dollars of the assessed valuation of that property.

_____ 18. Almost any technical program can be assembled largely from courses already being taught in the average community junior college.

_____ 19. Local property taxes and State Aid are the two chief sources of funds for the operation of the local public school districts of Michigan.

_____ 20. Generally, technical programs are slightly less costly to conduct than transfer programs.

Part IV. Multiple Choice. (See Instructions for Part II)

1. Aptitude tests are used to evaluate the examinee's
   _____ potential at some future task
   _____ mastery of factual material
   _____ attitudes on some controversial social issue
   _____ interests in vocational areas

2. Testing will facilitate learning when
   _____ tests are well constructed
   _____ tests are objective
   _____ grading is stringent, rather easy
   _____ the examinee gets immediate knowledge of his effort on the test

3. An achievement test
   _____ yields I. Q.'s
   _____ measures emotional responses
   _____ are objective
   _____ are concerned with facts

4. Considering the total support for American public education, at which level of government is the majority of tax monies for education collected?
   _____ State
   _____ Federal
   _____ Local

5. The unit of government in the U. S. generally responsible for safeguarding educational standards is:
   _____ the federal level
   _____ the township
   _____ the municipal
   _____ the state
   _____ the local school board

6. Responsibility for what happens in a local school district rests primarily upon the:
   _____ the superintendent of schools
   _____ the state department of education
   _____ the local school board of education

7. A "self concept" is said to be a factor which:
   _____ each person is born with
   _____ each person learns and develops
   _____ only some people develop
   _____ most people learn by the age of 20
   _____ none of these

8. With regard to the factor of motivation which is believed to be so important in education, the existentialists hold that:
_____ everyone is always motivated
_____ only a few of our students are likely to be motivated
_____ all motivation must come from the teacher
_____ most, but not all, students are motivated
_____ there will always be some students who have no motivation

9. The most effective way to determine what type of test can be readily adapted to a given unit of subject matter is:
_____ to learn all the different types of tests
_____ to analyze the subject matter and attempt to adapt a test
_____ to obtain the assistance of an expert test maker

10. The most important feature of a good problem is its:
_____ challenging power
_____ complexity
_____ ease of measurement

11. A problem differs from a project primarily in that:
_____ it appeals to students interests
_____ it is solved in thought only
_____ it originates with the students

12. An objective test item contains a "stem," a "correct response," and:
_____ five alternatives
_____ distractors
_____ essay questions
_____ ambiguous wording

13. Gifted children are most commonly found in:
_____ the upper socio-economic levels
_____ average socio-economic levels
_____ the white race
_____ all socio-economic levels and races

14. "Real" learning may be said to have taken place when:
_____ a student scores well on a written test
_____ a student participates in class discussion
_____ a student writes a good term paper
_____ a student's behavior changes
_____ none of these

15. A demonstration by the teacher would best be used under which circumstances?
_____ to test a food for starch content
_____ to obtain a bacterial count on the teeth
_____ to study a large model of a tooth

16. Characteristics of a good classroom test are:
_____ that all of the students pass the test
_____ that all of the students fail the test
_____ that 60 percent of the students get average grades
_____ that no student get a zero or a perfect score

17. The American Federation of Teachers and the National Education Association are alike in that they both:
_____ admit all educators to membership
_____ are about the same size in membership
_____ maintain complete autonomy from other segments of society
_____ are vitally interested in teacher welfare

18. Any item of information will be learned, according to the existentialists, when:
_____ it is repeated frequently
_____ it is reinforced with a reward
_____ it takes on personal meaning
_____ all of the above
_____ none of these

19. In anticipating a field trip the teacher should:
_____ do no advance planning
_____ tell the students in advance almost everything they will see
_____ suggest problems and questions for which students will seek answers on the field trip

20. The chief selling point of the essay examination is its:
_____ ability to measure skill in summarizing and organizing
_____ total economy of the teacher's time
_____ high reliability
_____ high validity

21. A strong argument for federal aid to general education in the public schools is that it will help:
_____ to make schools more uniform
_____ to equalize educational opportunity and burden
_____ to control education centrally
_____ to prepare schools for a military emergency

22. If the classroom atmosphere created by the teacher involves the use of threat, then:
_____ students will work harder
_____ more materials will be learned
_____ students will become defensive
_____ students will view it as a challenge
_____ none of these

23. Which of the following ways will be most economical and effective in checking on a student's grasp of a given topic before he makes an oral report?

_____ have him submit his list of references
_____ ask him how many hours he spent in its preparation
_____ inspect the outline from which he plans to talk

24. Objective test items should contain:

_____ face validity
_____ measure recall
_____ a short stem
_____ motivational factors

25. In its historic decision on desegregation, the U. S. Supreme Court ruled in Brown v. Board of Education that:

_____ in the field of education the doctrine of "separate but equal" has no place
_____ negro children must attend white schools
_____ white children must attend negro schools
_____ negro teachers must be employed in white schools

26. Which of the following has research proved to enhance learning:

_____ solitary learning rather than learning with a group
_____ teacher emphasis on order, categorizing, etc.
_____ placing emphasis on "authority, evidence, the scientific methods," etc.
_____ none of these

27. Which of the following has research shown to hinder classroom learning:

_____ the encouragement of fantasy
_____ the provision of wide choices
_____ discouraging competition
_____ encouraging uniqueness
_____ none of these

28. If you wanted an overall picture of a student's knowledge of a particular grade level, you would use:

_____ a diagnostic test
_____ a survey test in fundamentals
_____ a prognostic test
_____ a standardized achievement test battery

29. Most local school boards are:

_____ 1. appointed by the mayor
_____ 2. elected by the town council
_____ 3. elected by the people
_____ 4. appointed by the state superintendent

30. Item for item, which of the following tends to be the best kind of test item when testing for factual material:

_____ completion
_____ matching
_____ multiple choice
_____ true and false

31. When a person fails to become an effective teacher it is <u>usually</u> because:

_____ he lacks knowledge of his subject matter
_____ he is unable to transmit well what he knows
_____ he is weak physically
_____ all of the above
_____ none of these

32. What the teacher believes about the nature of man (a philosophical question)

_____ has little relationship to effective teaching
_____ may be important outside the classroom, but not inside it
_____ needs to be of concern only if one teaches philosophy
_____ none of these
_____ has an important effect on teaching

33. Typically, the best financed and most progressive school systems are found most often in the:

_____ cities
_____ suburban areas
_____ counties
_____ rural and village areas
_____ state school systems

34. The main purpose served by teacher's certification is to:

_____ increase teacher's salaries
_____ secure more teachers
_____ protect children from incompetent teachers
_____ give control over teaching personnel in local school systems
_____ register teachers

35. Marks, or grades, assigned to students:

_____ enhance learning by serving as a reward
_____ enhance learning by motivating students to work
_____ serve mostly to inhibit learning
_____ force lazy students to work out of fear
_____ none of these

36. An effective teacher believes that people are:
_____ able
_____ friendly
_____ worthy
_____ dependable
_____ all of these

37. Our present measuring instruments, arranged in order from greatest to least reliable are:
_____ achievement, interest, personality
_____ aptitude, achievement, personality
_____ personality, aptitude, achievement
_____ interest, personality, aptitude

38. The construction and validation of an aptitude test is generally conducted on the basis of:
_____ case studies
_____ factor analysis
_____ job analysis
_____ foreman's ratings

39. The "inventory" is used primarily to evaluate
_____ intellectual and academic growth
_____ intelligence and special abilities
_____ physical and motor development
_____ interests and personality adjustment

40. The arithmetic mean is also known as a measure of central tendency. Another measure of central tendency is the:
_____ median
_____ standard deviation
_____ percentile
_____ class range

41. Which does not fit as a characteristic of the disadvantaged child in the slums in relation to school?
_____ lower I.Q. score
_____ hostility toward education
_____ low mobility
_____ low achievement

42. Which state would you think has the highest per pupil expenditure for education annually, excluding new buildings?
_____ New York
_____ Mississippi
_____ Nebraska
_____ Michigan

43. Which of the following would enhance learning in a college classroom:
_____ large class enrollments
_____ content orientation
_____ objective testing
_____ all of the above
_____ none of the above

44. A class complains about the low scores the entire class obtained. The teacher in sympathy, adds 5 points to each student's test score. Which of the following would not be effected by the bonus?
_____ the mean
_____ the median
_____ the lowest score made in the class
_____ the relative rank order of each member in the class

45. The most serious limitation of personality inventories is that:
_____ authorities do not agree on the definition of personality
_____ inventories do not measure habitual behavior
_____ it is difficult to avoid ambiguity in test items
_____ inventories do not measure "good personality"

46. Statistical measures of dispersion tell you:
_____ how much "scatter" there is in your class
_____ when to improve your grading
_____ what the average of the class is
_____ when to improve your tests

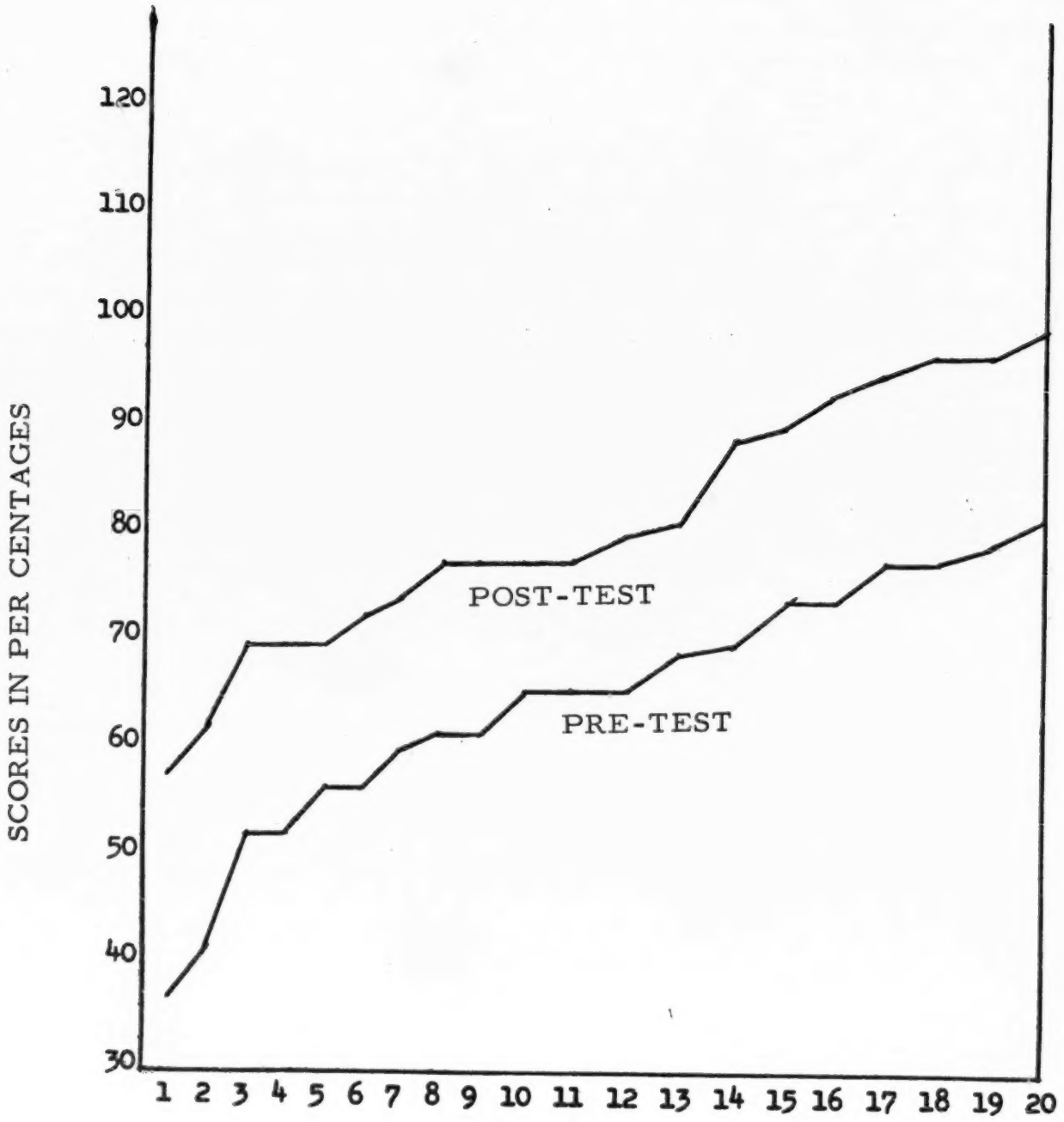
47. Reliability of a test refers to:
_____ adequancy of standardization
_____ consistency in the test results
_____ homogeneity of the content of the test
_____ objectivity of administration and scoring

48. This examination has been:
_____ Easy
_____ Very easy
_____ Extremely easy
_____ None of these

APPENDIX B

UNIVERSITY OF DETROIT

Teacher Training Institute for Dental Assistants



PRE-TEST RANGE	36% TO 81%
POST-TEST RANGE	57% TO 98%